



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Warthill Voluntary Controlled Church of England Primary School

Warthill
York
North Yorkshire
YO19 5XL

Diocese: York

Local authority: North Yorkshire

Date of inspection: 19 November 2013

Date of last inspection: June 2008

School's unique reference number: 121523

Headteacher: Janet Wardell

Inspector's name and number: Alan Thornsby NSIN 137

School context

Warthill is a small primary school serving the villages of Warthill, Holtby and the surrounding areas. Previously confederated with Sand Hutton VC Primary School, the schools are now federated and a joint governing body established in April 2013. Pupils come from a range of predominantly white British socio-economic backgrounds. The 33 pupils are arranged in two classes. This results in pupils being taught by all of the staff.

The distinctiveness and effectiveness of Warthill as a Church of England school are outstanding

- The commitment and role model of the headteacher in sharing Christian love in action.
- The relationship between adults that creates a loving and caring learning environment with a team approach to the progress of each individual child.
- The impact of Christian values that enable pupils to make successful academic and personal progress.

Areas to improve

- Re examine and reiterate the Christian values that drive the life of the school, ensuring they are identified, celebrated and illustrated in displays around school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school has a powerful Christian ethos of love that drives the daily lives of adults and children. Love, trust and respect underpin relationships and create a caring Christian community in which everyone is challenged and supported to succeed. Adults are excellent role models displaying Christian values mirrored by the children. Teachers know each child as a unique individual and ensure that academic and personal needs are fully met. Data indicates that all children achieve at least their expected levels of attainment and many beyond. Children speak of their fun in learning and know that it is safe to make mistakes. They are very aware of the Christian values and the distinctiveness of the school explaining 'we treat others as we wish to be treated' and refer to the story of the Good Samaritan as a basis. Behaviour is exceptional and children readily discuss the importance of right and wrong, forgiveness and fresh start. They understand 'it is what a person is like inside that matters.' Spirituality threads through the curriculum, supported by a foundation governor who shares experiences such as growing crops in aessian bag and the details of a visit to the Dominican Republic. This results in pupils who, without prompting, help the pupils in schools in the Dominican Republic by collecting gifts of stationery. Pupils recognise the need to support others less fortunate locally by sharing Harvest gifts with local residents or a York based homeless project. Pupils also support projects including 'Love in A Box.' Religious education (RE) is central to the curriculum and spiritual, moral, social and cultural (SMSC) development. These ensure that children have a sound knowledge of global faiths and their diversity, as well as the difference between RE and worship. They confidently explain 'RE is learning about religions but worship is a time to learn about God and about your religion.' The comment 'Jesus was Jewish and Christianity was a faith that came after him' is an example of the extent of their well developed RE knowledge.

The impact of collective worship on the school community is outstanding

Worship is central to the school day giving adults and children opportunities to share the values and distinctiveness of the school. All recognise the importance of quiet anticipation as they prepare for worship in the dedicated worship room. There is a focus of candle, cross and displays of prayers and reflections. The size of the school means that all adults and children contribute to each act of worship. Parents recognise the value of worship in school and regularly attend sharing assembly. This is a recognition and celebration of achievement and behaviour resulting from the impact of Christian values on pupils' daily lives and their spiritual and moral development. Pupils make regular contributions to worship, including opportunities for individual presentations. They have a secure understanding of the Trinity, explaining 'God the Father is who you can talk to anytime; God the Son was Jesus when he was on the Earth and God the Holy Spirit is always around us.' Themes jointly planned by the head and staff, added to by the clergy, include the liturgical year, Christian values and Bible stories. Pupils confidently explain that 'Bible stories teach us about God, Jesus and love and teach us how to make the world a better place.' They describe prayer as 'time to talk to God to say thank you, sorry or to ask for help.' They confidently write and share their own prayers as well as reciting the Lord's Prayer and school prayer. They display a spiritual awareness, valuing silence and reflection times to respond to challenging thoughts. Dialogue between staff and noteworthy comments from children are recorded each day. These, with input from foundation governors and clergy are used to inform on-going development and future planning. The school enjoys secure links with the church in Warthill and nearby Holtby, especially at festival times that enhances pupil's experience of Anglican traditions and liturgy. Displays showing pupil's spiritual journeys are displayed in church. Clergy lead worship in school each fortnight and other visits to share informal discussion with staff and pupils. The foundation governor leads worship and is a regular visitor in school to further spiritual awareness.

The effectiveness of the leadership and management of the school as a church school is outstanding

The vision and commitment of the headteacher, for a learning environment securely established on distinctively Christian values is shared and promoted by staff, children, governors and parents. This enables high standards, excellence and enjoyment for everyone. Children, their academic and personal progress and attainment are at the heart of every decision made. The size of the school and the close working relationship between staff and governors results in a climate of on going dialogue, review and development. Effective strategic planning including wellbeing, recruitment, curriculum and personal development enables all adults to be part of distributed leadership. Staff and governors make contributions to the school improvement plan that fully reflects a Christian foundation. This gives everyone the opportunity to contribute to all decisions. The school has addressed the development points from the previous inspection. Everyone understands the distinctiveness as a church school and there are effective procedures for the evaluation of worship. The recently formed federated governing body is committed to furthering the development and impact of Christian values throughout the school. Foundation governors are active in the school in supporting the headteacher in maintaining the ethos as well as supporting children's learning. Parents are justly proud of the school and are very aware of how the needs of each child are recognised and challenged. They identify the focus on love and pastoral care, based on Christian values that create 'a big loving family rather than a school.' In return an active Friends Association organises a number of fund raising events that are supported by the school, local and church communities. The celebration to mark the 150th school anniversary, jointly organised by the school, church and village reflects the extent of sense of local community. The school enjoys support from the diocese and its federated school, giving pupils a wider understanding of Christian community.

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